

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Journeys Grade 1

Final Review

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



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INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	2	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	1	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	2	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	1	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	
The inclusion of all necessary materials?	X	X	X	X	X	X	X	1	
The consistency of each day's lesson format?	X	X	X	X	X	X	X	2	
Addressing the components of reading every day?	X	X	X	X	X	X	X	1	
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	2	

12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	2	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	1	
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	2	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	1	
Guided practice with feedback?	X	X	X	X	X	X	X	1	
Student practice and application?	X	X	X	X	X	X	X	1	
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	2	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	2	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	2	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	2	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	2	
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	

26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	0	Lessons include items for differentiation, but advanced lessons are limited to similar activity as others (read/partner read/workbook page) with a more challenging leveled reader. This does not align with enrichment activities that actually require higher level thinking, which are not available in these lessons.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	<i>Publisher's Comments:</i> A comprehensive reading program such as Journeys is typically implemented in a general education classroom. The consistent lesson design and tabbed sections of the TE give schools flexibility in delivering specific instruction in other settings. For example, the Journeys Digital activities may be used in a computer lab and Intervention or ELL instruction may be delivered in a resource room. Professional Development training will provide guidance on implementing Journeys in specific instructional settings.
TOTAL								50	

PHONOLOGICAL/ PHONEMIC AWARENESS (PA)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonological/phonemic awareness instruction explicit ?	X	X						2	
2. Is phonological/phonemic awareness instruction systematic ?	X	X						2	
3. Does phonological/phonemic awareness instruction include coordinated instructional sequences and routines ?	X	X						2	
4. Is phonological/phonemic awareness instruction scaffolded ?	X	X						2	
5. Does phonological/phonemic awareness instruction include cumulative review ?	X	X						1	
6. Are assessments included to measure and monitor progress in phonological/phonemic awareness?	X	X						1	
7. Is PA only a small portion of the daily lesson?	X	X						2	
8. Does each day's lesson focus on only one or two PA skills (as opposed to several)?	X	X						1	
9. Are there instructions for PA activities to alert the teacher to student readiness?	X	X						1	
10. Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	X	X						1	
11. Does PA start with larger units (words and syllables) and progress to smaller units (phonemes)?	X	X						1	<i>Publisher's Comment:</i> Over the course of Kindergarten and Grade 1, Phonemic Awareness instruction does start with larger units, such as words, and progress to phonemes. In Journeys, because children are able to decode simple CVC words at the beginning of Grade 1 and because the PA strand is carefully sequenced to support the Phonics/Structural Analysis strand in the most powerful way possible, Grade 1 PA begins with beginning sound identification and phoneme (CVC) blending. In this way, children practice a related skill orally (PA introduction) before proceeding to the written representation of that element (Phonics). Before Structural Analysis lessons, students identify related portions of multisyllabic words. For example, a Phonemic Awareness introduction on counting syllables precedes a decoding lesson on syllable patterns or

									prefixes/suffixes.
12. Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	X	X						1	All subsets present, sequence different.
PHONEMIC AWARENESS									
13. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X						2	
14. Does instruction include physical representations (e.g., clapping, Elkonin boxes with markers, counters, tiles, fingers, and auditory cues) to help students make the connection between sounds and print (the alphabetic principle)?	X	X						1	
15. When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	X	X						1	
16. Are there blending activities at the phoneme level?	X	X						2	
17. Are there segmenting activities at the phoneme level?	X	X						2	
18. Does instruction include phoneme manipulation in words (i.e., deletion, addition, and substitution)?		X						1	
19. Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X						1	
20. Does the program specify when oral language PA activities should be phased out?	X	X						1	<i>Publisher's Comment:</i> The Journeys TE phases out Phonemic Awareness instruction and activities gradually across grades K–2. In Kindergarten, full PA instruction with accompanying Interactive Instructional Flip Chart pages are featured in each lesson; in Grades 1 and 2, PA activities are integrated into Opening Routines and used briefly before phonics instruction. Professional Development training will provide further guidance on phasing out PA instruction based on students' progress.
21. Are the words used in PA activities found in subsequent word lists and text readings?	X	X						1	
22. Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and	X	X						0	Not evident in Teacher's Edition.

continuous sounds)?									
23. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X						1	
TOTAL								30	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7. Does the program teach both consonants and vowels?	X	X						1	
8. Are short vowels taught before long vowels?	X	X						2	
9. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					1	
10. Are high utility letter-sounds (e.g., /a/, /m/, /s/, /t/, /r/ found in short, one syllable CVC or CCVC words) introduced before low utility letter-sounds (e.g., /x/, /y/, /z/)?	X	X						1	
11. Are digraphs taught as single sounds (e.g., /sh/, /ch/, /th/, /ai/, /ea/)?		X	X					1	
12. Are individual sounds in a blend taught?		X	X					1	
13. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	X	X						1	
14. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					2	
15. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					1	

16. Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	X	X						2	
17. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	2	
18. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	
19. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	
20. Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating continuous and stop sounds and blends in an appropriate sequence?	X	X						2	
21. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
22. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	
23. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				1	
24. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				1	
25. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				1	
26. Are irregular words that are visually or phonemically confusing (e.g., saw/was, where/were, of/off) separated?	X	X						1	
27. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				1	
28. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				1	
29. Are irregular words pre-taught before students read connected texts?	X	X	X	X				1	

30. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	
31. Is there sufficient practice with individual letter-sounds before larger orthographic units are taught?		X	X					1	
32. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	
33. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	
34. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	1	
35. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	1	
36. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	1	
37. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	1	
38. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	
39. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	
40. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
TOTAL								47	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include coordinated instructional sequences	X	X	X	X	X	X	X	2	

and routines?									
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does fluency instruction include cumulative review ?	X	X	X	X	X	X	X	1	Yes, in small group.
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	
9. Are letter-sounds taught and practiced frequently to promote automaticity?	X	X						2	
10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> On Day 4 (Thursdays), students read a Decodable Reader selection. Each Decodable Reader lesson in the TE includes a Fluency and Accuracy section, in which the teacher models reading fluently and prompts children to read accurately.
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
14. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	
15. Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	X	X						1	
16. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	1	
17. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	
18. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	1	
19. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	1	

20. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	
21. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	
22. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	0	Leveled Texts are categorized as on level, struggling, advanced and ELL. However, they are not matched to the variety of reading levels at which a child may be throughout the year.
23. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	
24. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	0	No evidence or research base.
25. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Each Fluency Test Record Form includes an easy-to-follow guide for calculating fluency rate (words correct per minute). An expanded guide is also provided in Section Two of the Diagnostic Assessment.
26. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	0	No evidence.
27. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	1	<i>Publisher's Comments:</i> The Partner Reading Instructional Routine guides students to listen for specific aspects of fluent, accurate reading and provide feedback to their partner. Fluency lessons on Accuracy prompt students to use self-stick notes or logs to record errors during their own or their partner's reading.
28. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	1	<i>Publisher's Comments:</i> Running Records in the Grab-and-Go Resources™ Lesson booklets and Fluency Tests in the Grab-and-Go Resources™ Assessment booklet provide progress-monitoring throughout the year. The Fluency Tests measure expression, comprehension through retelling, and Words Correct Per Minute. In addition, Section Two of the Diagnostic Assessment provides reading passages that are sequenced from beginning Grade 1 through beginning Grade 6 reading levels. The student's reading performance yields scores for decoding accuracy, comprehension, and fluency, including not

									just Words Correct Per Minute but also expression, meaningful phrasing, and comprehension through retelling and responses to questions—all important aspects of fluency. Information in the “Using the Results” and “Sample Case Study” sections coach teachers on how to analyze miscues, compare scores to given benchmarks, and adjust instruction for each student, based on test scores. The Diagnostic Assessment may be administered at various points during the year to gauge student progress.
29. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	1	<i>Publisher’s Comment:</i> End-of-year fluency benchmarks for on-level readers, expressed as Words Correct Per Minute, are provided in the Introduction of the Grab-and-Go Resources™ Assessment booklet.
TOTAL								31	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	1	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	2	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	1	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of	X	X	X	X	X	X	X	1	Read alouds are at higher levels, but not at the quality of what teachers need to be using for read alouds.

key vocabulary?									
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	1	Insufficient text levels.
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	1	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	1	
Clarifying the word with examples?	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	X	X	X	X	X	X	1	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	2	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	2	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	1	

22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	1	
Synonyms?	X	X	X	X	X	X	X	1	
Antonyms?	X	X	X	X	X	X	X	1	
Homonyms?		X	X	X	X	X	X	1	
Figurative meanings?		X	X	X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	This area is weak.
TOTAL									41

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	1	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	1	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	Included, but low level questions in worksheet format.
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	
9. Are students asked to apply previously		X	X	X	X	X	X	1	

learned strategies to new texts?									
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	1	Limited text selection.
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	1	Need more emphasis on beyond text thinking and author's craft.
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	1	
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	Limited text selection.
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	1	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs,	X	X	X	X	X	X	X	1	

etc.)?									
25. Once students have grasped the concept of “main idea,” are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	2	
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	1	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	
Retelling?	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	1	
Summarization?	X	X	X	X	X	X	X	1	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	1	
TOTAL									38

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	
TOTAL								2	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	Limited choice in text selection, but Magazine is a plus.
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	
TOTAL								5	High quality texts that are matched to readers' interests and level are always more engaging and motivating.

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	Poor diagnostic with sample made available to reviewers.
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	Limited
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	
TOTAL								3	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	Publisher's Comment: All training in the Implementation Document is at no additional charge with the adoption for all grade levels but was not noted in the Implementation Plan
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	
TOTAL								5	